

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mr. Terry Hopper

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name McKinley Elementary School

(As it should appear in the official records)

School Mailing Address 728 South Flood

(If address is P.O. Box, also include street address)

Norman

City

Oklahoma

State

73069-5463

Zip Code+4 (9 digits total)

County Cleveland School Code Number* 135

Telephone (405)366-5914

Fax (405)366-5916

Website/URL http://www.norman.k12.ok.us/135/ E-mail thopper@norman.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Joseph Siano

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norman Public Schools Tel. (405)364-1339

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Linda Sexton

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

15	Elementary schools
4	Middle schools
0	Junior high schools
2	High schools
1	Other
23	TOTAL

2. District Per Pupil Expenditure: \$5920.52

- Average State Per Pupil Expenditure: \$6532.99

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[]	Urban or large central city
[X]	Suburban school with characteristics typical of an urban area
[]	Suburban
[]	Small city or town in a rural area
[]	Rural

4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	12	8	20		7			
K	24	14	38		8			
1	14	21	35		9			
2	36	27	63		10			
3	33	24	57		11			
4	23	19	42		12			
5	27	20	47		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								302

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students of the school:
- | | |
|-------------------|----------------------------------|
| 78 | % White |
| 5 | % Black or African American |
| 3 | % Hispanic or Latino |
| 6 | % Asian/Pacific Islander |
| 8 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 18.0 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	53
(4)	Total number of students in the school as of October 1	302
(5)	Subtotal in row (3) divided by total in row (4)	.175
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 3 %
10 Total Number Limited English

Proficient

Number of languages represented: 3

Specify languages:

9. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 73

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %
30 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>14</u>	<u> </u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>2</u>
Support staff	<u>8</u>	<u> </u>
Total number	<u>33</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 1-22

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	92%	91%	94%	96%	94%
Teacher turnover rate	11%	12%	13%	7%	8%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III- SUMMARY

The mission of McKinley Elementary School is to integrate children, parents, and the community in the learning process, accept individual differences, and maintain a loving environment while providing developmentally appropriate learning experiences at all grades.

McKinley Elementary School is located in a suburban city, three blocks from a major university. Because of this access, we work with College of Education professors and students regularly, which helps us keep abreast of new educational research and successful teaching methodologies. With a fairly small current population of only 306 students, most of our students come from homes where education is valued and our parents actively participate in the educational process. Our school demographic is quite diverse. We have children from economically disadvantaged backgrounds with approximately 25% of the students receiving free or reduced lunches. We also have students who are classified as special needs (children requiring interventions on some level), including Learning Disabled, Severely Emotionally Disturbed, and English Language Learners (meaning English is not the primary language spoken in the home, and the student may or may not be proficient in English). Because of its proximity to a major university, our school is diverse in ethnicity, race and religion. This diversity provides our students with opportunities to have more exposure to different cultures.

The Norman Public School District's curriculum is structured around developmentally appropriate practices. Individual teachers design and implement curricula according to the needs of our population, while following state mandated criteria set forth in the state curriculum document known as PASS (Priority Academic Student Skills). As members of the learning community, the McKinley faculty members are accomplished teachers whose range of duties and tasks outside the direct instruction of students contributes to the quality of the school and to student learning. Of the twenty-two certified educators on staff, 72% have acquired an advanced degree and 23% have acquired National Board Certification (NBPTS). Required assessments in our district include quarterly report cards, the Otis Lennon ability test, state-mandated Criterion Reference Tests in the 3rd, 4th and 5th grades, Developmental Reading Assessments (DRA) and Healthy Youth Screenings administered by our local hospital.

McKinley holds monthly Parent Teacher Association (P.T.A.) meetings of which community members, patrons and teachers are a part. We are fortunate to have the financial support of our PTA, who purchased computers for our school computer lab. Our computer lab is equipped with 32 DELL computers, and the library has eleven computers. All lab and library computers are connected to the Internet and a district-wide network. Each classroom is equipped with at least one computer that provides Internet access and with another computer that can be used for word processing and educational software.

McKinley Elementary is truly a neighborhood school which functions, in many ways, as a community center. This, we believe, is a result of very low faculty turnover, a tremendous amount of parental involvement at our school, and community partnerships that help support many of our educational endeavors. This collaboration enables us to operate as a team with a shared vision for our students, their families, and our community.

PART IV-INDICATORS OF ACADEMIC SUCCESS: #1

Under the No Child Left Behind Federal regulations, Oklahoma has been approved to use elements of the state-mandated Academic Performance Index (API) to measure Adequate Yearly Progress. The API measures success and growth in school and district performances. The API's three main components consists of the Oklahoma School Testing Program (OSTP), school completion (attendance, dropout, and graduation rates), and academic excellence. These components are assigned a numeric score ranging from 0 to 1500 with a mean of 1000. Yearly performance targets for reading and math have been established with target goals of 100 percent proficiency by the spring of 2014. Information regarding additional indicators may be obtained on the Oklahoma State Department of Education Office of Accountability and Assessment's website: <http://title3.sde.state.ok.us/studentassessment>.

Norman Public School's students participate in the OSTP by third graders taking the Stanford Achievement Test (SAT-9, norm-referenced) and fifth graders taking the Oklahoma Core Curriculum Test (OCCT, criterion-referenced). The OCCT measures mastery of the Oklahoma Priority Academic Student Skills (PASS) which are determined by Oklahoma teachers, parents, community, and legislative leaders. These skills are expected to be mastered by the end of each grade and provide the basis for Oklahoma's core curriculum. Recently, the third grade assessment was changed from the Iowa Test of Basic Skills to the SAT-9; therefore, results used for this report will only include the last three years for which the SAT-9 was administered.

Fifth grade students' performances on the OCCT are compared to performances established by the State Board of Education. These standards, known as the Oklahoma Performance Index (OPI), are used to specify levels of performance required on each test. Standards are based upon reviews, evaluations, and recommendations from Oklahoma educators and citizens. Students' test performances are reported according to one of four performance scaled-scores: Unsatisfactory, Limited Knowledge, Satisfactory, and Advanced.

Assessment results show McKinley's success in the participation area of the testing program. Third grade has had 100% participation over the past 3 years and fifth grade participation has increased from 94% in 2001 to 100% in 2003 and 2004. McKinley's small population drives the importance of participation as AYP results can significantly be effected by just one student.

Reading scores across grades and subgroups have shown increases over the past four years. Fifth graders improved scores from ranges within the 80th percentile to 94% this past year and third graders' scores improved from 81% in 2002 to 85% in 2004. Increasing the reading curriculum (twice a day) and individual assistance achieved improvement.

Regarding subgroups, economically disadvantaged students showed improvement up until last year. This is attributable to high-mobility of this small population and may be related to limited federal funding, as we cannot receive Title 1 resources. Site plan goals have already been adjusted to address this area. Special education students showed a dramatic increase from 19% in 2003 to 82% in 2004. This increase occurred after review of 2003 results which significantly lowered from 2002(53%). Site plan development for this group included increased time in the resource room and increased individual assistance. Likewise, American Indian population increased scores through these same resources along with Title VII, Indian Education Tutoring.

Math indicates significant improvements across grades and subgroups. 3rd graders increased scores from 71% to 81% and "All Students" 5th graders increased scores to 92% satisfactory or above, 53% scoring Advanced. Improvements occurred among most subgroups also. Piloting a new math program for the district, focusing one day/week on measurement, and math extensions for 5th graders are a part of this improvement as our site plan goal is 7% academic progress in Math within the next three years.

PART IV- INDICATORS OF ACADEMIC SUCCESS: #2

Each year our school reviews test data to drive instruction for the upcoming year by thoroughly comparing curriculum objectives and student development to standardized test scores. We examine two years prior (when testing formats correlated) to determine patterns over time. Our state only tests in third and fifth grade; by looking at two years earlier we can make meaningful comparisons. Our school counselor presents the information according to grade level and topics. The faculty analyzes data to determine patterns. We color code student data according to student achievement in each subject area tested. We then look for patterns in data that identify strengths and weaknesses. This process enables us to determine the specific factors that positively and negatively impact student achievement. We target areas such as student ability, teaching strategies, instructional time, testing formats, professional development and community involvement. Using this information, a committee composed of teachers representing all grades address areas for improvement. They take an intensive look at curriculum materials including textbooks, test scores, state objectives and student developmental ranges, creating an action plan to be implemented by the faculty. Goals are created for each grade level regarding identified skills. This process of data analysis has proven effective in maintaining high student achievement and continued student growth.

To strengthen school performance, teachers utilize current research to determine how to best meet student needs. After making necessary adjustments in areas involving strategies, time, etc., we work to upgrade classroom materials, teaching tools, and manipulatives. In this era of budget restraints, parent and community resources are heavily utilized at our school. We receive many direct donations of time, materials, equipment, and money. Additionally, individual teachers write and receive numerous grants from a variety of sources for materials that help us integrate curriculum.

PART IV-INDICATORS OF ACADEMIC SUCCESS: #3

We view the sharing of student achievement as a critical component of our valuable partnership with patrons and the community. Of course, we have high standards to assure that no confidential student information is ever released to unauthorized persons, and we work to ensure that our communication of important data in this area never compromises these standards. Standardized test scores for each child are available to be picked up in the office by parent or guardian. Our staff contributes to a weekly parent newsletter (produced by our PTA) to update parents regarding ongoing curriculum, school-wide units of study, and integrated enrichment opportunities, as well as student achievement. Parent forums are provided to encourage questions about all upcoming assessments, and school staff (classroom teacher, resource teacher(s), principal and/or counselor) is available to discuss and explain individual results to students and families. School tests results are made public through this newsletter, and the district publishes the results in our community and larger metro-area daily newspaper. Additionally, individual school test results are accessible through our State Department of Education web pages, and we provide appropriate information regarding this on our school web site.

Our school mission includes focusing on the “whole child;” therefore, we believe that proper communication to students regarding the standardized testing process is essential. We explain testing procedures, regulations, and formats. Additionally, we have found affective support to be extremely beneficial. For example, our counselor works with grade levels to develop “test smart” skills and help students overcome any pre-conceived ideas regarding their test potential. By simply making students aware and offering strategies to cope in these situations, we feel they perform better on these assessments and can better understand their individual results.

PART IV-INDICATORS OF ACADEMIC SUCCESS: #4

McKinley is committed to sharing accomplishments with other educators across our district and state. Staff members serve on district advisory boards in each core curriculum area to better communicate

district policies and expectations to site teachers. Each teacher is a member of state and national professional organizations; many hold leadership positions within these groups.

Our site volunteered last year to pilot a math curriculum we felt would better student math goals. Grade level representatives serve as trainers/mentors to district teachers, assisting with implementation, assessment procedures, and problem-solving.

The successful integration of technology throughout the curriculum is a high priority. Many of our teachers are technology specialists who work with staff as needed. A McKinley teacher presents annually at the Oklahoma Technology Association Administrators' Conference, training administrators in current trends for the digital classroom.

McKinley values arts in education. One program, "A+ Schools," provides resources for enrichment in this area. Our site music teacher is an "A+" trainer, helping faculties statewide achieve meaningful integration of the arts across the curriculum. Three teachers participate in the National Writing Project and are Oklahoma Writing Project Teaching Consultants, conducting workshops statewide (with educators and students) to share successful methodologies that improve student writing.

Fifth grade incorporates Law-Related Curriculum into the classroom by using "We the People: The Constitution" and "Project Citizen" programs. One teacher and eight students were selected to attend the National Council of State Legislators Annual meeting in Salt Lake City, Utah, last summer.

We host functions for our district and state, including Arts-in-Education meetings; Delta Kappa Gamma Honor Society for educators; the Oklahoma Writing Project Governing Board; university-level science methods courses; specialty in-services, etc. We welcome University of Oklahoma Teacher Education Interns. Our experienced teachers have shared their knowledge and skills with over 100 interns in the past three years.

PART V-CURRICULUM AND INSTRUCTION: #1

Our school mission statement provides the framework for implementation of core curriculum in the arts, literacy, math, science and social studies that engages all students.

Through the expertise and cooperation of our staff, students are guided to produce quality works of art and music regularly in formal and informal settings. Skills learned from the art disciplines carry over into other curricular areas by way of heightened listening skills, critical thinking, problem solving and increased ability for self-evaluation. Teachers recognize and plan for integration through social, cultural and historical frames of reference. The physical nature of the arts in time, space and sound are explored through scientific and mathematical criteria, including areas of balance, duration, value, volume and perspective. Teachers look to the arts to develop and draw out skills necessary for student success in perception, reading and writing. Expertise and experience among the staff is shared through team planning/teaching.

Teachers assess each child's literacy development within the first few weeks of school. Information gained is used to pace instruction. In accordance with No Child Left Behind legislation, students performing below grade level receive extra help with reading specialists, tutors, and have reading instruction/skill practice at least twice daily.

Our staff uses the Everyday Mathematics curriculum focusing on student developmental levels and National Standards for Mathematics. It was developed to enable children in elementary grades to learn more mathematical content and become life-long mathematical thinkers. This curriculum is based on the premise that students can, and must, learn more mathematics than has been expected from them in the past. The instructional design of lessons is carefully crafted to capitalize on student interest and maximize student learning. Everyday Mathematics is organized into six mathematical content strands that cover a number of skills and concepts. This provides a rich yet balanced curriculum—attention to numeration and computation without neglecting geometry, data, and algebraic thinking. Every strand is addressed through all grade levels. Each level builds on and extends concepts understanding so that children approach each new challenge from a firmly established foundation. Within the content of this curriculum, emphasis is placed on establishing links from past experience, discussing and sharing ideas, using and comparing equivalent expressions, and expressing numbers in context. By becoming a part of everyday work and play, these ideas shape students' ways of thinking about math, fostering the development of mathematical intuition and understanding.

Our writing curriculum is based on developmentally appropriate activities for each grade level and is structured according to the "Six Writing Traits" model. The progression begins in Kindergarten with meaningful writing experiences including journals, inventive spelling, recognizing word patterns and high-frequency words, etc. These emerging writers move to writing sentences on their own. First and second grades focus on sentence structure, word choice and vocabulary. Paragraphing is the focus of third and fourth grades. Fifth grade students employ all six writing traits and, accordingly, are assessed on these through the Oklahoma Core Curriculum Test.

The scientific method and hands-on learning is the basis for our science curriculum. Beginning in kindergarten, our curriculum connects scientific inquiry with developmental understandings and progresses through all grades. We utilize the "learning cycle" method of exploration, concept invention, and concept application/expansion. As opposed to more traditional "Inform-Verify-Practice" methodologies, this has proven to increase student attainment of higher-level thinking. Physical and life sciences are studied for one semester each at all grade levels. After receiving a grant from the Oklahoma Department of Wildlife, our school PTA provided matching funds to create and equip an "outdoor classroom." This learning station provides hands-on observation and study of habitat, wildlife, life cycles, and interactions of organisms, complete with working pond and observation deck.

Social studies are integrated throughout the curriculum and are frequently the focus of school-wide enrichment activities, such as International Fair, Music Festivals, and environmental caravans ("Eco-Motion"). We create multidisciplinary units wherein civics, history, geography, economics, and government are immersed in other core subjects.

PART V CURRICULUM AND INSTRUCTION: #2a

Our reading curriculum is based on the “Guided Reading Approach” to student learning. This strategy creates a context for reader support at increasingly challenging levels of difficulty. This particular curriculum approach is mandated by our district and offers multiple avenues for children to strengthen reading skills, as we teach the “whole child” in a meaningful and engaging context. As a component of guided reading, each student is given a Developmental Reading Assessment to determine the best instructional and independent reading level. Using basal readers, trade books and literature studies, we teach comprehension skills and strategies, develop background knowledge, vocabulary and oral language. This approach allows us to focus on each child’s ability and create learning experiences geared toward individual learners. In this way, our reading curriculum is a tool for promoting a love for books and demonstrating that reading is a life long skill. To increase our effectiveness, we engage our patrons and community for support at many levels. They donate time, money, materials and equipment to supplement and enrich our students’ reading achievement. We also promote at-home reading using a variety of incentives, both in the classroom and school-wide. Older students are paired with younger ones as “book buddies” or mentors. In each classroom, students are read aloud to everyday. Each March, we celebrate “Read Across America” (with a focus on Dr. Seuss), during which students have special activities in classrooms and are read to by local “celebrities” (principals, legislators, senators, university coaches, civic leaders).

PART V- CURRICULUM AND INSTRUCTION: #3

The mission of McKinley Elementary School is to integrate children, parents, and the community in the learning process, accept individual differences, and maintain a loving environment while providing developmentally appropriate learning experiences at all grades.

In addition to the important life skills of reading and math, McKinley also stresses the importance of the social studies curriculum in order to address skills necessary for building community and respecting cultural differences. We believe in the importance of each student’s self-concept, motivation, and the effects of his/her learning on relationships. Additionally, the development of character, goals, and civic virtues are addressed within this program of study.

Our social studies curriculum relates directly to the school mission. Subject matter in this area is developmentally appropriate and follows our state-mandated curriculum. We understand the importance of families and communities in the life of each child in our school and embrace parental involvement and on-going communication. We often look to patrons and community members to be guest speakers and to model civic responsibilities to our students. We encourage students to use community and family sources as part of their research for social studies activities.

Encouraging students to look at perspectives other than their own is an essential life skill for becoming productive, global citizens. Therefore, our students regularly participate in service learning projects. These social studies projects incorporate real world application of essential life skills, such as learning the value in assisting the community, as well as the core curriculum subjects of math, writing skills, research skills, and practicing democracy. Understanding diversity and its importance in our society is a key in learning tolerance and consideration. Furthermore, our goal is for every student to learn to work comfortably and be accepted/accepting in group settings which only strengthens their abilities to cooperate, negotiate, and problem solve. We, as a faculty realize, and teach our patrons that these affective aspects of the curriculum are also essential to each student’s academic development. When making decisions for future curricula, McKinley teachers reflect on each student’s potential in this broader sense.

PART V- CURRICULUM AND INSTRUCTION: #4

McKinley uses research based instructional methods to improve student learning: Cunningham and Allington's CLASSROOMS THAT WORK informs the way we present curriculum; Mel Levine's *Schools Attuned* program guides how we match that curriculum to individual student learning needs.

CLASSROOMS THAT WORK presents strategies that have been statistically proven to transform student learning. Incorporating this research into our classrooms, McKinley teachers present curriculum by explicitly teaching children to identify similarities and differences between concepts, to summarize what they read, and to take pertinent notes. We reinforce effort by providing specific recognition of student work and by tailoring homework and practice to stated goals. Students develop higher level thinking skills because we provide them with practice in generating and testing hypotheses.

The Schools Attuned Program has taught us to present material so that students play to their strengths to compensate for their weaknesses. Curriculum is, therefore, presented in verbal, spatial, and kinesthetic modes. Teachers provide advanced organizers to scaffold new material to background knowledge; students are taught to ground abstract material in nonlinguistic representations; and social cognition is encouraged through cooperative learning.

No matter what curricular area we are presenting, teachers utilize technology—from computers to LCD projectors, to Alphasmarts, to Aver-keys. All students have access to manipulatives: pattern blocks, base ten blocks, unifix cubes, letter tiles, reading rods, and Leap frog pads. Students on Individual Reading Plans and Individual Educational Plans receive focused instruction from our special needs teachers. We offer individualized accommodations within the classroom based on each student's needs. Tutors from the local university, as well as parent helpers reinforce the lessons taught within the classroom in a one-to-one setting. The professional educators of McKinley Elementary create, evaluate, select, and modify a flourishing and varied collection of materials. We also understand the importance of utilizing other resources such as staff, community members, and students to support learning.

PART V- CURRICULUM AND INSTRUCTION: #5

McKinley Elementary School's professional development program is based on data-driven instruction. If results indicate lowered scores, we attend workshops and conferences to better ourselves. Our accomplishments suggest that we focus on identified weak areas until they are no longer weaknesses, but strengths. For example, third grade 2002 math scores were lower than they had been in previous years, scoring in the 71st percentile. Special education students scored in the 37th percentile. Over the next two years staff attended multiple workshops and piloted a new math program for our district, which the district ultimately adopted. Our scores showed 10% improvement (to 81%) and 37% improvement for special education students who scored in the 67th percentile. [Table 3].

As mandated by our state, our school has seven professional development days built into each school year. McKinley faculty has chosen to use these days to focus on goals dictated by data and outlined in our school's Site Plan, our documentation for the district. We have attended conferences, served on committees, presented material, and collaborated with the University of Oklahoma for action research projects. Various faculty members have attended Dr. Mel Levine's *Schools Attuned* Training, *A+ Schools*, and guest speakers which have included Harry Wong, Ruby Payne, and Douglas Reeves.

We are encouraged to pursue and attend any local and professional development programs. When finances have made attending programs difficult, faculty members have found alternative resources to attend using grants and scholarships.

We understand that we are all members of learning communities. It is important that we not only learn new strategies but also share these strategies with others. Therefore, we believe it is our duty to be accomplished teachers who lead by example, by meeting and exceeding standards, advancing educational reform, and improving learning in our schools.

Table 1
No Child Left Behind – Blue Ribbon School
Grade 3 Reading

Subject: Reading	Grade: 3	Test: Stanford Achievement Test
Edition/Publication Year: 9 th /1995	Publisher: Harcourt Educational Measurement	
Scores are reported here as (check one):	NCEs ____ Scaled Scores ____ Percentiles <u>✓</u>	

	2003-2004	2002-2003	2001-2002
Testing Month	April	March	March
SCHOOL SCORES			
Total Reading	85%	84%	81%
Number of Students Tested	40	48	55
Percent of Total Students Tested	100%	100%	98%
Number of Students Alternatively Assessed	2	0	0
Percent of Students Alternatively Assessed	5%	0%	0%
Number of Students ELL Exempt	0	0	1
Percent of Students ELL Exempt	0%	0%	2%
SUBGROUP SCORES			
1. Economically Disadvantaged	55%	76%	70%
Number of Students Tested	6	7	12
2. Special Education	82%	19%	53%
Number of Students Tested	5	3	2
3. American Indian/Alaskan Native	87%	63%	59%
Number of Students Tested	4	3	2

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	71.7	70.9	68.6
NATIONAL STANDARD DEVIATION	16.8	18.9	17.6

Table 2
No Child Left Behind – Blue Ribbon School
Grade 5 Reading

Subject: Reading	Grade: 5	Test: Oklahoma Core Curriculum Test
Publication Years: 2001-2004	Publisher: Harcourt Educational Measurement	
Scores are reported here as (check one):	NCEs ____	Scaled Scores ____ Percentiles <input checked="" type="checkbox"/> ____

	2003-2004	2002-2003*	2001-2002	2000-2001
Testing Month	April	March	March	March
SCHOOL SCORES				
At or Above Unsatisfactory	100%	100%	100%	100%
At or Above Limited Knowledge	100%	97%	97%	94%
At or Above Satisfactory	92%	85%	84%	87%
At or Above Advanced	12%	17%	28%	24%
Number of Students Tested	49	60	39	49
Percent of Total Students Tested	100%	100%	98%	94%
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%
Number of Students ELL Exempt	0	0	1	2
Percent of Students ELL Exempt	0%	0%	2%	0.04%
<u>SUBGROUP SCORES</u>				
1. Economically Disadvantaged				
At or Above Unsatisfactory	100%	100%	100%	100%
At or Above Limited Knowledge	100%	100%	85%	84%
At or Above Satisfactory	88%	57%	85%	67%
At or Above Advanced	0%	14%	14%	0%
Number of Students Tested	8	7	7	6
2. Special Education				
At or Above Unsatisfactory	100%	100%	100%	100%
At or Above Limited Knowledge	100%	86%	75%	76%
At or Above Satisfactory	83%	57%	75%	51%
At or Above Advanced	0%	0%	0%	13%
Number of Students Tested	6	7	4	8
<u>STATE SCORES</u>				
At or Above Unsatisfactory	100%	100%*	100%	100%
At or Above Limited Knowledge	95%	85%*	92%	93%
At or Above Satisfactory	76%	64%*	72%	74%
At or Above Advanced	5%	5%*	9%	12%

* State published Regular student group scores only in 2002-2003, instead of All students.

Table 3
No Child Left Behind – Blue Ribbon School
Grade 3 Math

Subject: Math	Grade: 3	Test: Stanford Achievement Test
Edition/Publication Year: 9 th / 1995	Publisher: Harcourt Educational Measurement	
Scores are reported here as (check one):	NCEs ____	Scaled Scores ____ Percentiles <input checked="" type="checkbox"/>

	2003-2004	2002-2003	2001-2002
Testing Month	April	March	March
School Scores			
Total Math	81%	78%	71%
Number of Students Tested	40	48	55
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	2	0	0
Percent of Students Alternatively Assessed	5%	0%	0%
Number of Students ELL Exempt	0	0	1
Percent of Students ELL Exempt	0%	0%	2%
<u>SUBGROUP SCORES</u>			
1. Economically Disadvantaged	67%	70%	55%
Number of Students Tested	6	7	12
2. Special Education	74%	37%	37%
Number of Students Tested	5	3	2
3. American Indian/Alaskan Native	89%	71%	54%
Number of Students Tested	4	3	2

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	68.4	66.15	61.6
NATIONAL STANDARD DEVIATION	13.3	15.4	16.7

Table 4
No Child Left Behind – Blue Ribbon School
Grade 5 Math

Subject: Math	Grade: 5	Test: Oklahoma Core Curriculum Test
Publication Years: /2001-2004	Publisher: Harcourt Educational Measurement	
Scores are reported here as (check one):	NCEs ____ Scaled Scores ____ Percentiles <input checked="" type="checkbox"/>	

School Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	March	March	March
SCHOOL SCORES				
At or Above Unsatisfactory	100%	100%	100%	100%
At or Above Limited Knowledge	100%	96%	100%	98%
At or Above Satisfactory	92%	93%	87%	84%
At or Above Advanced	53%	45%	40%	41%
Number of Regular Students Tested	49	60	43	49
Percent of Total Students Tested	100%	100%	98%	94%
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%
Number of Students ELL Exempt	0	0	1	2
Percent of Students ELL Exempt	0%	0%	2%	0.04%
<u>SUBGROUP SCORES</u>				
1. Economically Disadvantaged				
At or Above Unsatisfactory	100%	100%	100%	100%
At or Above Limited Knowledge	100%	100%	100%	84%
At or Above Satisfactory	88%	57%	57%	67%
At or Above Advanced	25%	14%	14%	17%
Number of Students Tested	8	7	7	6
2. Special Education				
At or Above Unsatisfactory	100%	100%	100%	100%
At or Above Limited Knowledge	100%	86%	100%	88%
At or Above Satisfactory	66%	57%	75%	50%
At or Above Advanced	33%	0%	0%	0%
Number of Students Tested	6	7	3	8
STATE SCORES				
At or Above Unsatisfactory	100%	100% *	100%	100%
At or Above Limited Knowledge	98%	88% *	89%	97%
At or Above Satisfactory	78%	72% *	65%	72%
At or Above Advanced	21%	16% *	13%	19%

*State published Regular student group scores only in 2002-2003, instead of All students.